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|  | **Diagnostic** | **Formative** | **Benchmark** | **Summative** |
| **Purpose** | Guide instruction specifically targeted to meet students’ strengths and areas of need | Inform ongoing classroom instruction so that adjustments to instruction can be made | Determine how well students are progressing toward demonstrating proficiency on a set of designated grade-level curriculum content standards | Determine the degree to which students have mastered a designated set of curriculum content standards |
| **Impact on Instruction** | Tools that provide alignment to units, lesson plans, and other resources based on students‘ needs | Classroom-based activities integrated into instruction and learning with teachers and students receiving frequent feedback | Low-stakes assessments used to predict how students will do on the high-stakes summative assessments | Assessments used for accountability |
| **Intended Users of the Results** | Students, parents, and educators | Students, parents, and educators | Students, parents, and educators | Educators, parents,  public at large, and  district personnel |
| **Examples** | Classroom Diagnostic Tools (CDT)  Teacher-created diagnostics | Teacher-selected  Classroom assessments  Response cards  White boards  Random selection | Consumer-purchased benchmark  assessments | PSSA  Keystone Exams  ACCESS for ELLs  End of Unit/Chapter Tests  District End of Course Exams |
| **Type of Information Provided** | Provides a more complete picture of a student’s or group of students’ strengths and needs so that instruction can be targeted directly at meeting student needs | Provides feedback related to a specific unit or lesson so that feedback can be used to inform classroom instruction and learning during the teaching/learning process | Provides information on the degree to which students have mastered a given concept or how students are progressing toward demonstrating proficiency on grade-level content standards. | Provides information on students’ mastery of a given set of content standards. |